ASSESSMENT

Using Internal Assessment to Impact External Assessment

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Clarifying Assessment Types and Uses

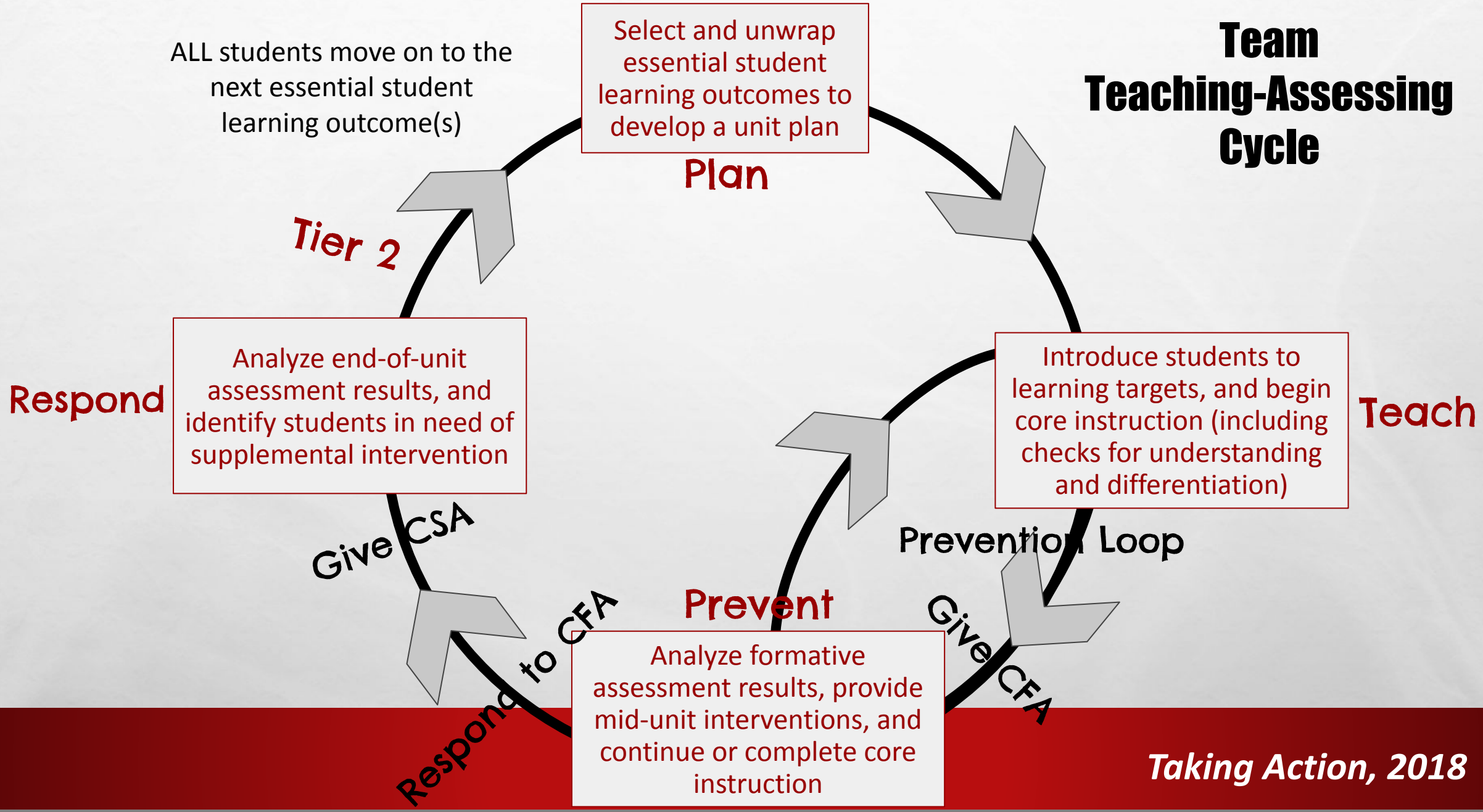
- **Common Formative Assessments (CFAs)**
  - Over targets/ Drives instruction/ Data is used for prevention groups/ Team created/ Recorded and reported
- **Common Summative Assessments (CSAs)**
  - On essential standards/ Drives proficiency levels/ Data used for intervention groups/ Team created/ Recorded and reported
- **Practice or Homework**
  - Not Assessments - Checks on status of proficiency for students/ Can drive instruction/ Can be team or individual created/ Recorded but not reported

Starting with the End In Mind

- Essential Standards
- Unwrapping
- "Picture the end in mind for the assessment. Use that picture of success to incrementally identify what students should know and do."

-Kim Bailey & Chris Jakicic

Team Teaching-Assessing Cycle



Taking Action, 2018

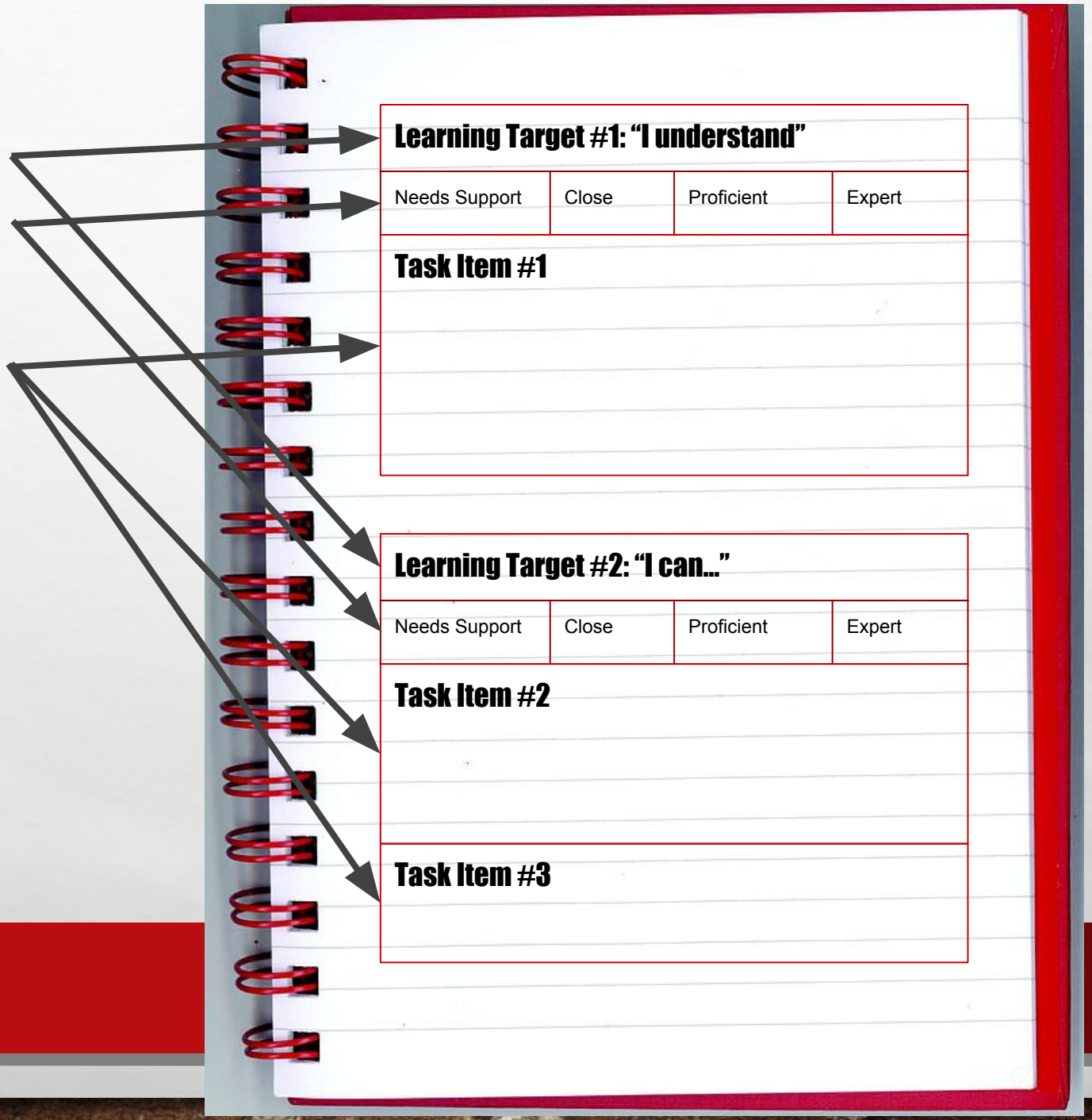

Pre-Unit
CSA
With all these assessments, when do we teach?
F
F
F
F
F

- Promote equity for students
- Ensure a guaranteed and viable curriculum is being taught and learned
- Inform the practice of individual teachers
- Facilitate a systemic response to students who haven't learned
- Most powerful tool for changing adult behavior and practice

Common Misunderstandings about Formative Assessments and/or CFAs

- it is an event or test
- content of an assessment or when it takes place determines whether it is formative
- tool for determining when students need intervention only

What does a CFA look like?



Before Creating the Assessment

knowledge

skills

dispositions

What does proficiency look like?

What do we want students to learn?

determines the assessment

How will we know they learned?

analyze assessment data

What will we do when they haven't learned?

What will we do when they have learned?

plan based on data, by student by standard

Resources: Learning By Doing; Simplifying Common Assessment; Mathematics Assessment & Intervention in a PLC at Work; and 5 Key Strategies for Effective Formative Assessment

Common Summative Assessments

Created by teacher teams

Given at the end of unit

Pulls targets back together to the standards and assesses the total standard

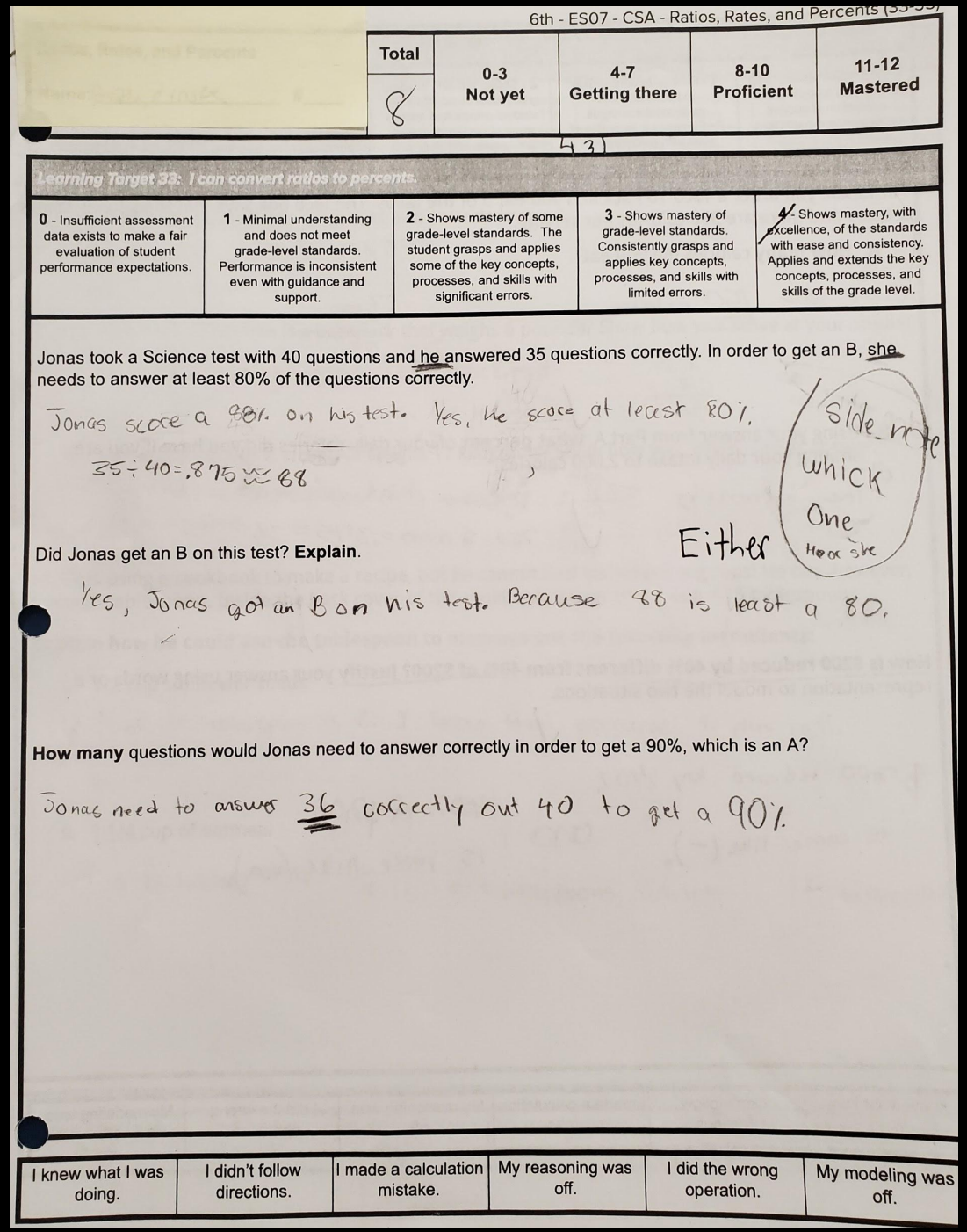
Data is used to create Tier 2 Intervention groups

Students should be able to reassess once they have completed an intervention cycle

Aligning Instruction and Assessment

- Identify units of study
- Develop Assessments (CSA then CFA)
- Develop Pacing Guides
- Pull Resources
- Plan for Tier II Intervention and Extension

CSA Example



6th - ES07 - CSA - Ratios, Rates, and Percents

Total	0-3 Not yet	4-7 Getting there	8-10 Proficient	11-12 Mastered
8				

4.3)

Learning Target 33: I can convert ratios to percents.

0 - Insufficient assessment data exists to make a fair evaluation of student performance expectations.	1 - Minimal understanding and does not meet grade-level standards. Performance is inconsistent even with guidance and support.	2 - Shows mastery of some grade-level standards. The student grasps and applies some of the key concepts, processes, and skills with significant errors.	3 - Shows mastery of grade-level standards. Consistently grasps and applies key concepts, processes, and skills with limited errors.	4 - Shows mastery, with excellence, of the standards with ease and consistency. Applies and extends the key concepts, processes, and skills of the grade level.

Jonas took a Science test with 40 questions and he answered 35 questions correctly. In order to get an B, she needs to answer at least 80% of the questions correctly.

Jonas score a 88% on his test. Yes, he score at least 80%.

35 ÷ 40 = .875 ≈ 88

Side_note: which One How she

Did Jonas get an B on this test? **Explain**. Either

Yes, Jonas got an B on his test. Because 88 is least a 80.

How many questions would Jonas need to answer correctly in order to get a 90%, which is an A?

Jonas need to answer 36 correctly out 40 to get a 90%.

I knew what I was doing.	I didn't follow directions.	I made a calculation mistake.	My reasoning was off.	I did the wrong operation.	My modeling was off.

6th Grade Math

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CSA Example

Learning Target 34: I can solve percent problems.

0 - Insufficient assessment data exists to make a fair evaluation of student performance expectations.	1 - Minimal understanding and does not meet grade-level standards. Performance is inconsistent even with guidance and support.	2 - Shows mastery of some grade-level standards. The student grasps and applies some of the key concepts, processes, and skills with significant errors.	3 - Shows mastery of grade-level standards. Consistently grasps and applies key concepts, processes, and skills with limited errors.	4 - Shows mastery, with excellence, of the standards with ease and consistency. Applies and extends the concepts, processes, and skills of the grade level.

For lunch, you order a *Taco 10 Pack* and you eat 5 of the tacos. The taco box says that the serving size is 2 tacos and there are 300 calories per serving.

A. **How many** calories did you eat?

300 ÷ 2 = 150 per

I ate 750 calories.

150 × 5 = 750

B. Using your answer from Part A, **what percent** of your daily calories did you have if you are limiting your daily intake to 2,000 calories?

The percent is 38%. I know that because: 750 ÷ 2,000 = .375 ≈ 38

How is $200 reduced by 40% different from 40% of $200? Justify your answer using words or a representation to model the two situations.

$200 reduced by 40% is more like (−). and 40% of $200 is more like (x, ÷).

I knew what I was doing.	I didn't follow directions.	I made a calculation mistake.	My reasoning was off.	I did the wrong operation.	My modeling was off.

6th Grade Math

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CSA Example

Learning Target 35: I can reason with measurement units and solve unit conversion problems using different strategies.

0 - Insufficient assessment data exists to make a fair evaluation of student performance expectations.	1 - Minimal understanding and does not meet grade-level standards. Performance is inconsistent even with guidance and support.	2 - Shows mastery of some grade-level standards. The student grasps and applies some of the key concepts, processes, and skills with significant errors.	3 - Shows mastery of grade-level standards. Consistently grasps and applies key concepts, processes, and skills with limited errors.	4 - Shows mastery, with excellence, of the standards with ease and consistency. Applies and extends the key concepts, processes, and skills of the grade level.

The conversion rates between kilograms and pounds are:

1 kg ≈ 2.2 lbs

1 lb ≈ 0.454 kg

a. How many kilograms is a backpack that weighs 6 pounds? Show how you arrive at your answer.

There are 13.2 kilograms in the back pack.

2.2 × 6 = 13.2

b. How many pounds is a cat that weighs 11 kilograms? Show how you arrive at your answer.

The cat is 4.99 pounds if it weighs 11 kilograms.

454 × 11 = 454 + 4540 = 4994 → .454 × 11 = 4.994

Malik is using a cookbook to make a recipe, but he cannot find his measuring cups! He has, however, found a tablespoon. Inside the back cover of the cookbook, it says that 1 cup = 16 tablespoons.

Explain how he could use the tablespoon to measure out the following ingredients:

a. 1/2 cup sunflower seeds

✓ $\frac{1}{2}$ of 16 tablespoon is 8. I know that because 8 plus is 8.

b. 1 1/4 cup of oatmeal

1 is 16 tablespoons. $\frac{1}{4}$ is 4 tablespoons, which is $1\frac{4}{16}$ tablespoons.

I knew what I was doing.	I didn't follow directions.	I made a calculation mistake.	My reasoning was off.	I did the wrong operation.	My modeling was off.

6th Grade Math

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Focusing on Feedback

Teacher

- Two types of responses to assessments:

  1. Corrective Instruction
  2. Intervention

- Timely, specific, and guides

Focusing on Feedback

Student

- "[...] the engagement of students throughout the assessment process not only raises student achievement, but also powerfully propels students to own their learning."

  -Black & William, 1998 and Hattie, 2012

- "Students who are clear on their strengths and areas of need are more likely to believe in their potential to develop their abilities and continually improve."

  -Dweck, 2008

Reflection Example

STEP 01

LT #22: I can compare fractions based off of their size.

Question	Type of Error(s)					
●	I knew what I was doing!	I didn't follow directions.	I didn't set up my problem correctly.	I made a calculation mistake.	I made a modeling mistake.	I struggled with my justification.
◣	I knew what I was doing!	I didn't follow directions.	I didn't set up my problem correctly.	I made a calculation mistake.	I made a modeling mistake.	I struggled with my justification.
■	I knew what I was doing!	I didn't follow directions.	I didn't set up my problem correctly.	I made a calculation mistake.	I made a modeling mistake.	I struggled with my justification.

STEP 02

My Results	0-1 "Starting"	2 "Close"	3 "Got It!"
	I need to **improve** on this target.	I need to **improve** on this target.	I can **extend** on this target!

My strength(s) on the assessment:	My area(s) for growth on the assessment:
I know how to identify equivalent fractions	

STEP 04

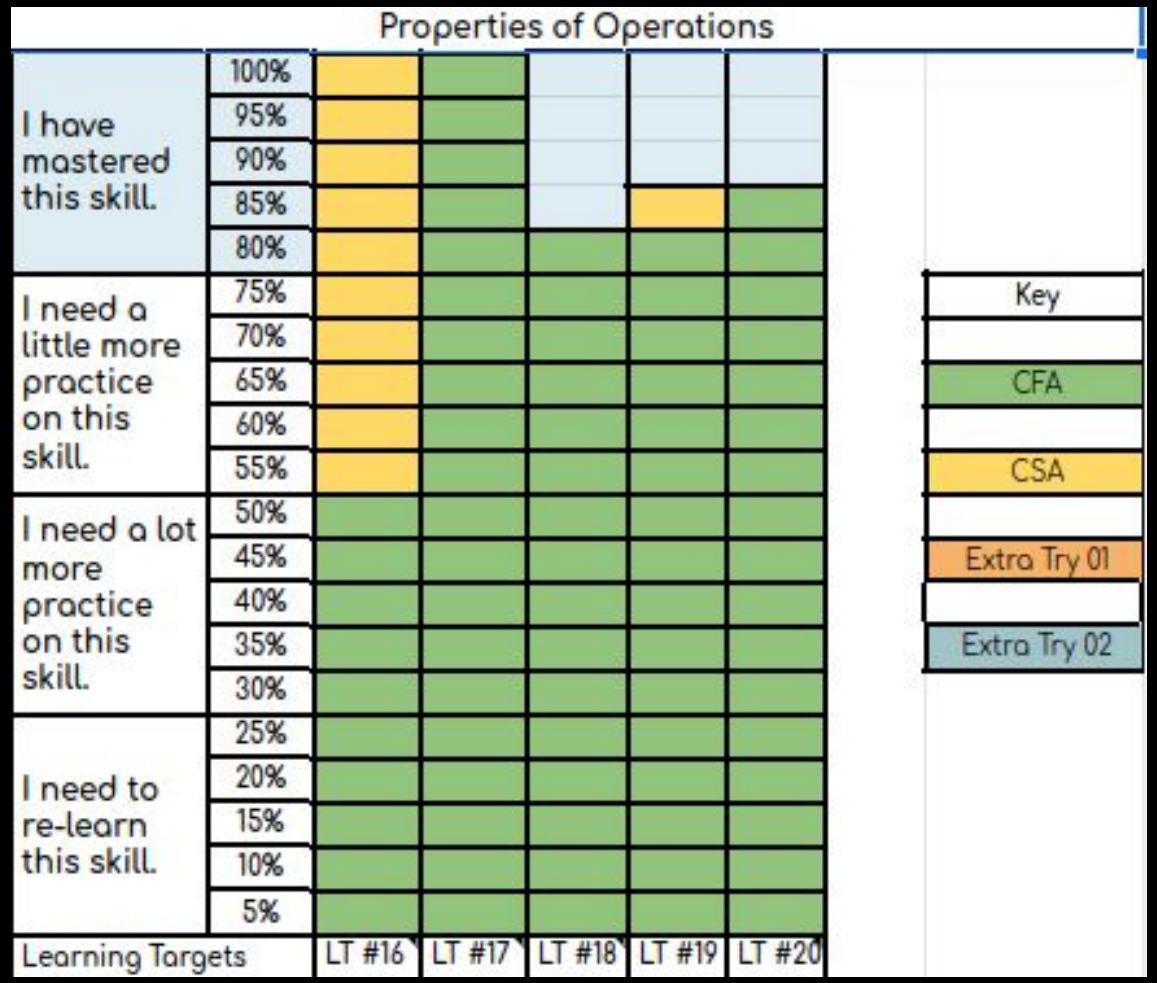
Ways to IMPROVE on this target		Ways to EXTEND on this target	
❑ I have completed the practice notes.		Become part of the Peer Support Team.	Max out this skill on Khan Academy.
Ask for help from the Peer Support Team.	Play Bump!		
Work on this skill on MobyMax.	Practice with fraction tiles.	Play Bump!	Play Four-In-A-Row

STEP 05

Electronically track your **Math Unit 05 CSA** data!

3rd Grade Math

Tracking Example



3rd Grade Math

Grading

- You don’t have to grade everything
- We never average
- Redos after intervention are important
- We only count the latest attempt toward proficiency
- We only record and report CFA and CSA data
- Our grading scale in balanced

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